DOCUMENT RESUME

ED 131 304 CE 008 940

AUTHOR	McClellan, Virginia B.
TITLE	A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System. Final Report.
INSTITUTION	Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS AGENCY	Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.
REPORT NO	VT-103-272
PUB DATE	[75]
NOTE	101p.; Page 18, containing a diagram of the Model of an Effective Adult Educator, may not reproduce well due to faint, broken type
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Adult Education; *Adult Educators; Educational Research; Questionnaires; Statistical Analysis; Surveys; Teacher Qualifications; *Teaching Skills; Technical Education; Vocational Education

ABSTRACT

Competencies of an effective adult educator were identified by surveying a sample of administrators, coordinators, and instructors in the Wisconsin vocational, technical, and adult education system and a sample of adult educators at the University of Wisconsin-Stout. The tabulated results are reviewed in tables with the median and interquartile range given for the two groups of respondents. Results are presented by the adult educator competency areas of program planning, instruction, relationship with adult learner, relationship with peers and community, program coordinating, and evaluation. Also presented are results of a comparison of this study with a pre-existing one in adult educator competency identification done by the University of Northern Iowa. A model of an effective adult educator appears in narrative and graphic form. One-half of the report consists of appendixes which contain cover and followup letters, survey instruments, a list of adult educator competencies identified by Malcolm S. Knowles, cover letter and sample instrument used in the University of Northern Iowa Survey, and the questionnaire used at the Illinois Vocational Teachers Education Competencies Conference. (NJ)

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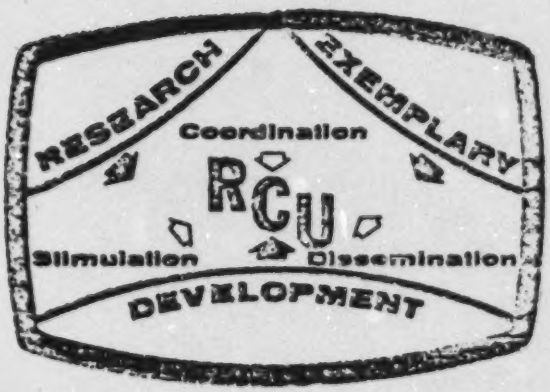
ED131304

Final Report
Project No. 19-006-151-225-C

Conducted by
Virginia B. McClellan

Center For Vocational,
Technical and Adult Education
University of Wisconsin-Stout

for



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RESEARCH COORDINATING UNIT (RCU)

Wisconsin Board of Vocational, Technical and Adult Education Madison, Wisconsin

A Study of the Competencies Unique To the Educators of Adults in the Vocational, Technical and Adult Education System

VT 103 272

OE 008 940

Final Report

Project No. 19-006-151-225C

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A Sub-Project of the Graduate Project Phase - IV

Project No. 19-006-151-225

Project Director

Orville Nelson

Center for Vocational, Technical and Adult Education

University of Wisconsin-Stout

1975

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

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Acknowledgements

The writer of this study wishes to express sincere thanks to the Center for Vocational, Technical and Adult Education staff at the University of Wisconsin-Stout for their help.

My appreciation for the guidance, suggestions and assistance given by Orville Nelson, Research Specialist and Co-Director of the Center for Vocational, Technical and Adult Education and Harold Halfin, Co-Director of the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout, in the development of this study.

Sincere graditude is expressed to all the respondents to the survey instrument for their cooperation which made this study possible.

Special appreciation is given to the Wisconsin Board of Vocational, Technical and Adult Education and the University of Wisconsin-Stout for funding this project.

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Chapter I

Problem and Rationale

Summary

The primary purpose of this study was to identify the unique competencies necessary to effectively teach adults in the Wisconsin Vocational, Technical and Adult Education system. Adult education, although not new, has expanded greatly in the last decade and is increasing each year. According to Bryl (1975) enrollments by age for the year 1973-1974 in the Wisconsin Vocational, Technical and Adult Education system are as follows:

Age 16-20	33,262
Age 21-25	41,822
Age 26-30	36,311
Age 31-35	27,557
Age 36-40	20,862
Age 41-45	19,410
Age 46-50	17,818
Age 51-55	14,802
Age 56-60	10,731
Age 61 and over	14,402

Although the largest enrollment is in the 21-25 age bracket, there are substantial numbers in all adult groups including the 14,402 in the 61 and over age group, showing that adults in the State of Wisconsin are interested in attending school and that their needs must be met by effective educators of adults. Because of this, educators are becoming

more aware that there are some general competencies essential to instructing all age groups, but there are also some unique competencies necessary to effectively teach adults.

The information gathered in this study will be useful to educators of adults in the Wisconsin Vocational, Technical and Adult Education system, in helping them develop better programs, instruction, relationships with adult learners and evaluation of programs and instruction.

Data from the survey revealed that there should be mutual planning to determine the needs of adult learners. Counseling is necessary to explore the possible fields in which they have an interest, aptitude or knowledge in order to develop a program to meet the needs of the adult learner. Adult learners may be attending school because of a mid-career change, a refresher course, to upgrade skills in which they have been trained or to learn a new vocation.

In this study, data were collected by means of a survey instrument sent to a sample of administrators, coordinators and instructors in the Wisconsin Vocational, Technical and Adult Education system (Group 1), and a sample of adult educators at the University of Wisconsin-Stout (Group 2). The respondents used a five point rating scale (1 = not important; 5 = very important) to identify the competencies necessary to effectively teach adults. A weighted score analysis was used to determine the median (Mdn), a measure of central tendency and interquartile range (IQR), a measure of level of agreement.

The results of this study display a close correlation between the two groups in the need for competency in developing objectives for programs

pertaining to adult learners, the median of both groups being 4.8. Also the ability to analyze attitudes, needs and interests of adult learners, and utilize input from adult learners to identify their needs, (the medians were 4.5 and 5.0) were important.

Both groups were in agreement on the need to identify the competencies of adult learners, with medians of 4.0 and 4.2; to utilize individual experience of adult learners in developing appropriate learning activities, with medians 4.4 and 4.5; to develop flexible learning activities designed to meet individual adult learners interests and needs, the median of both groups was 4.5. Also important was the need to vary class routine, the medians were 4.1 and 4.5; to change pace of instruction, with medians of 3.9 and 3.8. There was some disagreement on, provide an unstructured and relaxed classroom situation, the medians being 3.9 and 4.8 which still are in the level of considerably important, and in agreement with other studies in importance. Feedback from a presentation at the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout (1975) indicated that the majority of instructors felt that an informal and unstructured classroom was good but that the adult learners wanted a structured program outlined for them in class.

The survey data revealed that very important competencies were, show respect for adult learners, with medians 4.9 and 4.8; reinforce adult learner for achievement with medians of 4.6 and 5.0; understand the point of view of adult learner, with medians of 4.6 and 4.5; display a genuine enthusiasm, with the medians of both groups being 4.8; show empathy through patience and tactfulness, with medians of 4.7 and 4.5; and develop good relationships with adult learners, with medians of

4.6 and 4.5.

Data from the survey showed that as it is important to have mutual planning for the needs of adult learners it is also important to have mutual planning for evaluation, all of the following are in the considerably important range. Identify evaluation procedures to be used by adult learners, with medians of 4.2 and 4.5; plan for self-evaluation to be used by adult learner, medians being 4.2 and 4.5; self-evaluation of educator's teaching methods and their effectiveness, with medians of 4.6 and 4.5; teaching methods and their effectiveness, with medians of 4.6 and 4.5; develop a strategy for evaluating adult program, medians were 4.6 and [illegible].

A model of an effective adult educator is given.

Statement of the Problem

The central problem of this study was to identify the competencies of an effective adult educator in the Wisconsin Vocational, Technical and Adult Education System.

Objectives of the Study

The objectives of this study were:

1. Determine the competencies of an effective educator of adults.
2. Compare results of this study with an existing study to determine unique competencies of an educator of adults.
3. Develop a model of an effective adult educator.
4. Identify a valid teaching style for adult educators.

Rationale

Vocational Education really began in 1917 with the Smith-Hughes Act, which was federally funded for $7,000,000.00 a year to be used by the states to aid in the training of students who were in school or out of school. The $7,000,000.00 is still in the federal yearly budget. Throughout the years there have been fourteen different acts concerning Vocational and Adult Education, but it was not until the 1963 act which provided federal funds for building buildings in the Vocational, Technical and Adult Education system that the growth really began. The 1968 Vocational Amendments Act advanced vocational education by setting up a National Advisory Board and an Advisory Board for each state, also providing federal funds for research to improve and develop new programs and to expand part-time adult education.

The growth of adult education has been very great in the last ten years and the trend is for more each year, as people are now thinking of education as a lifelong process and not one which stops with formal education at the high school level or beyond.

At present there are adults who want to upgrade their skills or learn a new vocation. To meet these needs new teachers will be needed each year who can effectively teach adults. According to Bryl (1975) in 1973-1974 there were 203,751 people age 21-61 and over enrolled in the Wisconsin Vocational, Technical and Adult Education System showing that many people want to learn vocational subjects.

In adult education lectures and assigned reading are not as effective as action learning styles such as demonstrations, group discussion, progress

charts and open laboratories/shops where the adult learner can learn by doing rather than just listening or reading about the subject.

Adult education is not only a large field covering a wide age range but one which includes everything that the adult learner is or can become. Adult learners are individuals coming from different home situations, schools, various size communities and each with knowledges, attitudes, skills and abilities gained by years of living. The adult learner can learn not only from the instructor but from the other adult learners in class. Also the instructor can usually learn something from the adult learners as well. Adults want to be treated as adults and to have a warm, accepting and caring instructor who not only is knowledgeable in the subject area but also has the ability to understand and share another's feelings.

Definitions

Adult Learners are defined as, persons who have left the full-time school, and are returning voluntarily on a part-time, credit or non-credit basis to upgrade skills, learn new skills or gain knowledge.

Competencies are defined as, understandings, abilities, attitudes, skills and knowledges.

Adult Vocational Education Courses are defined as, aidable and non-aidable courses which provide credit or non-credit vocational education to persons who are not full-time students.

Chapter II

Methods and Procedures

This chapter contains the methods and procedures used in developing the survey instrument, and collecting and analyzing the data for the study to identify the competencies need to effectively teach adults.

Population

The major population was identified and addresses found in 1974-1975 Personnel Directory distributed by the Wisconsin Board of Vocational, Technical and Adult Education. The balance were educators of adults at the University of Wisconsin-Stout. The following is a list of participants in the study.

Dr. Theodore E. Wiehe, Industrial Teacher Education, University of Wisconsin-Stout.

Dr. Neal W. Prichard, Industrial Teacher Education, University of Wisconsin-Stout.

Mr. Harold H. Halfin, Director of Graduate Major in Industrial and Vocational Education, University of Wisconsin-Stout.

Ms. Sandra Gill, Human Development and Family Living, University of Wisconsin-Stout.

Mr. Clement E. Stapleton, Vocational Education, Faculty Assistant, University of Wisconsin-Stout.

Mr. Vern Ader, Mid State Technical Institute, Marshfield, Wisconsin.

Mr. Richard Ammerman, Western Wisconsin Technical Institute, La Crosse, Wisconsin.

Mr. Walter A. Babula, Blackhawk VTAE District, Janesville, Wisconsin.

Mrs. Jean Bell, Moraine Park VTAE District, Hartford, Wisconsin.

Mr. Ron Hall, Moraine Park VTAE District, Fond du Lac, Wisconsin.

Mr. James Bauman, Waukesha County VTAE District, Pewaukee, Wisconsin.

Ms. Carol Brunsell, Blackhawk VTAE District, Janesville, Wisconsin.

Dr. A. Brian Calhoun, Gateway Technical Institute, Racine, Wisconsin.

Ms. Jean Carlson, Wisconsin Indianhead VTAE District, Rice Lake, Wisconsin.

Mr. Gene Cook, Waukesha Co. VTAE District, Pewaukee, Wisconsin.

Mr. John Cook, Northeast VTAE District, Green Bay, Wisconsin.

Mr. Nick Covelli, Gateway VTAE District, Burlington, Wisconsin.

Ms. Virginia M. Derber, Moraine Park Technical Institute, Beaver Dam, Wisconsin.

Mr. Bill Gesell, VTAE District One, Eau Claire, Wisconsin.

Mr. Merl Gillett, VTAE District One, Eau Claire, Wisconsin.

Mr. Fred Goodsir, Blackhawk VTAE District, Janesville, Wisconsin.

Mr. Hayden Groy, VTAE District Four, Reedsburg, Wisconsin.

Mr. Dick Hart, Gateway VTAE District, Kenosha, Wisconsin.

Mr. D.P. Humphreys, Northeast VTAE District, Green Bay, Wisconsin.

Mr. La Vern Iverson, Indianhead VTAE District, Rice Lake, Wisconsin.

Mr. Jerry Jacobson, VTAE District One, Eau Claire, Wisconsin.

Mr. Rodney W. Kjell, Northeast VTAE District, Green Bay, Wisconsin.

Mr. Wayne G. Koene, Moraine Park VTAE District, Fond du Lac, Wisconsin.

Mr. Patrick M. Lacey, Waukesha Co. VTAE District, Pewaukee, Wisconsin.

Mr. Lloyd E. Larson, Gateway Technical Institute, Elkhorn, Wisconsin.

Mr. Richard Lewis, Waukesha Co. VTAE District, Pewaukee, Wisconsin.

Mr. James Luessman, VTAE District Four, Portage, Wisconsin.

Mr. William Marotz, Lakeshore Technical Institute, Cleveland, Wisconsin.

Mr. Ron Martin, Waukesha Co. VTAE District, Pewaukee, Wisconsin.

Ms. Jolly Michel, Southwest Vocational Institute, Fennimore, Wisconsin.

Mr. James Nelson, Southwest Vocational Institute, Fennimore, Wisconsin.

Mr. Milt Ness, Fox Valley VTAE District, Appleton, Wisconsin.

Mr. Bill Neverdahl, VTAE District One, Eau Claire, Wisconsin.

Mr. Virgil Noordyk, Fox Valley VTAE District, Appleton, Wisconsin.

Mr. John O'Connell, Indianhead VTAE District, New Richmond, Wisconsin.

Mr. Harry Olsen, Blackhawk VTAE District, Janesville, Wisconsin.

Ms. Toni Pontar, Lakeshore Technical Institute, Cleveland, Wisconsin.

Mr. Donald Pritchard, Lakeshore VTAE District, Cleveland, Wisconsin.

Mr. Richard Roberts, North Central Technical Institute, Wausau, Wisconsin.

Mr. Bernard P. Ruetten, Milwaukee Area VTAE District, Milwaukee, Wisconsin.

Ms. Jean Rusch, Fox Valley VTAE District, Appleton, Wisconsin.

Mr. Ronald Schubert, North Central Technical Institute, Wausau, Wisconsin.

Ms. Kathleen Soles, Moraine Park VTAE District, Fond du Lac, Wisconsin.

Ms. Mary Ann Spangler, Waukesha Co. VTAE District, Pewaukee, Wisconsin.

Mr. Dale Steffen, Western Wisconsin Technical Institute, LaCrosse, Wisconsin.

Mr. Joseph Tobin, Gateway Technical Institute, Racine, Wisconsin.

Mrs. Eleanor Wendt, VTAE District Four, Fort Atkinson, Wisconsin.

Mr. Jim Young, Fox Valley VTAE District, Appleton, Wisconsin.

Mr. George W. Zimmerman, Lakeshore VTAE District, Manitowoc, Wisconsin.

Mrs. Mary Zurawski, Mid-State Technical Institute, Stevens Point, Wisconsin.

Mr. Forrest J. Nutter, Indianhead Technical Institute, Rice Lake, Wisconsin.

Representatives of these districts responded to the survey instrument.

A map of the Wisconsin Vocational, Technical and Adult Education districts is on page II-5.

Blackhawk VTAE District

Fox Valley VTAE District

Gateway VTAE District

Lakeshore VTAE District

Madison Area VTAE District

Mid-State VTAE District

Milwaukee Area VTAE District

Moraine Park VTAE District

North Central VTAE District

Northeast VTAE District

Southwest Wisconsin VTAE District

VTAE District One

Waukesha County VTAE District

Western Wisconsin VTAE District

Wisconsin Indianhead VTAE District

State of Wisconsin
BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN State Director

VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICTS

Approved for Operation July 1, 1972

Developing the Survey Instrument

After a review of literature of adult education and existing studies of adult educator competencies, and consultation with Orville Nelson, Research Specialist and Co-Director, Center for Vocational, Technical and Adult Education and Harold Halfin, Co-Director, Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout the first draft of the survey instrument containing seventy-three competencies was developed. It was evaluated by several faculty members of the University of Wisconsin-Stout and Mr. Roland Krogstad, Wisconsin Board of Vocational, Technical and Adult Education for their critique and suggestions.

After reviewing their recommendations a revised survey instrument covering six areas and sixty-four competencies was developed and printed. It consisted of Program Planning with eleven competencies; Instruction with fourteen competencies; Relationship with Adult Learner with twelve competencies; Coordinating an Adult Education Program with fifteen competencies; Relationship with Peers and Community with five competencies; and Evaluation with seven competencies.

Mailing Procedures

The survey instrument was mailed on Tuesday, March 25th to fifty-one administrators, coordinators, and instructors in the Wisconsin Vocational, Technical and Adult Education system, also to five adult educators at the University of Wisconsin-Stout. A cover letter and self-addressed envelope were enclosed with the survey instrument. A copy of the cover letter and suvery instrument appear in Appendix A.

Each person who received the survey instrument was asked to rate each competency according to a five point rating scale (1 = Not Important; 5 = Very Important) indicating the level that the respondent felt was most appropriate to effectively teach adults.

On the sixteenth day after mailing, 81.8 percent had been returned. On Friday, April 18 a follow-up letter (Appendix A) was mailed to the non-responders. The response from the follow-up letter raised the percentage of returns to 92 percent.

The first mailing was made on Tuesday to be received during the end of the week. The second mailing was made on Friday to be received during the first part of the week. The reasoning being that some people take care of correspondence the first of the week while others may take care of it at the end of the week. Both groups would be included by having different mailing times.

Of the fifty-six survey instruments sent out fifty-two were returned and used in the data analysis.

Data Analysis

The fifty-two survey instruments were coded and a weighted score analysis was run on the University of Wisconsin-Stout's Center for Research and Educational Improvement PDP 11/40 time sharing system to determine the median, (Mdn) a measure of central tendency and interquartile range (IQR) a measure of level of agreement.

Jessen (1971) utilized the following values to determine the level of importance and level of agreement.

Median Value	Level of Importance
0.00 to 1.50	Not Important
1.51 to 2.50	Slightly Important
2.51 to 3.50	Moderately Important
3.51 to 4.50	Considerably Important
4.51 to 5.50	Very Important

Interquartile Value	Level of Agreement
0.50 to 1.66	High Level of Agreement
1.67 to 2.83	Moderate Level of Agreement
2.84 to 4.00	Low Level of Agreement

After reviewing these values, it was decided that they were appropriate for making decisions relative to this study.

Chapter III

Report of the Findings

Introduction

The findings presented in this chapter were collected from a sample of administrators, coordinators, and instructors in the Wisconsin Vocational, Technical and Adult Education system (Group 1), and adult educators at the University of Wisconsin-Stout (Group 2). The median (Mdn) a measure of central tendency and interquartile range (IQR) a measure of level of agreement were the statistics used for the analysis.

The median (Mdn) for each competency indicates the point at which one-half of the ratings are above and one-half of the ratings are below a given point on a five point scale. Competencies receiving a median of 2.51 or above are considered valid. All medians in Group 1 and Group 2 were 3.00 or higher so all are considered to be valid competencies needed by an effective educator of adults. Five levels of importance were used to identify the competencies of an effective educator of adults: 1 = not important; 2 = slightly important; 3 = moderately important; 4 = considerably important; 5 = very important.

The interquartile range (IQR) was used to compare levels of agreement among the respondents to the survey instrument. The interquartile range encompasses the middle fifty percent of the ratings (Q3 - Q1). Seventy-five percent of the ratings are below Q3; and twenty-five percent of the ratings are below Q1.

The tabulated results of the six identified competency areas are reviewed in the following tables. In each table the median and interquartile range are given for the ratings made by Groups 1 and 2. Results are presented by objective.

Survey Results

1. Determine the Competencies of an Effective Educator of Adults. Program Planning.

Table III-1 reports the response made by Groups 1 and 2 concerning the Program Planning area (competency area 1.00). The competencies receiving high level of importance or considerably important (medians from 4.0 to 5.0) are: to develop objectives for a program pertaining to adult learners (item 1.01); with both groups being in complete agreement with medians of 4.8. Develop and utilize flexible lesson plans (item 1.04), with medians of 4.3 and 4.0, determine community and business needs (item 1.06) with medians of 4.2 and 4.5, and utilize input from Advisory Committee (item 1.03); with medians of 4.2 and 4.8. Another very important part of Program Planning according to the respondents was to analyze attitudes, needs and interests of adult learners, and utilize input from adult learners to identify their needs (item 1.05) with medians of 4.5 and 5.0.

The areas which the respondents felt were of lesser importance (medians from 3.0 to 3.5) were: plan a follow-up of a former adult learners as a guide for future programs (item 1.07) with medians of 3.3 and 3.5 and utilize T.V., E.T.N., and individualized packages (Item 1.10) with both groups being in complete agreement, both medians being 3.0.

Table III-1

Program Planning Competencies for
Educators of Adults

1.00 Program Planning

Item	Competency	Group 1 Mdn	Group 1 IQR	Group 2 Mdn	Group 2 IQR
1.01	Develop objectives for program pertaining to adult learners	4.8	1.0	4.8	1.7
1.02	Read current literature in your field and extract useable ideas and content	3.9	1.6	4.0	1.0
1.03	Utilize input from Advisory Committee to identify needs	4.2	1.4	4.8	0.6
1.04	Develop and utilize flexible lesson plans	4.3	1.3	4.0	1.0
1.05	Analyze attitudes, needs, and interests of adult learner, and utilize input from adult learners to identify their needs	4.5	1.1	5.0	0.5
1.06	Determine community and business needs	4.2	1.6	4.5	1.5
1.07	Plan a follow-up of former adult learners as a guide for future programs	3.3	1.2	3.5	1.5
1.08	Develop a plan for program revision	3.8	1.0	3.8	0.6
1.09	Develop new programs according to community needs	4.6	1.2	3.5	1.5
1.10	Utilize T.V., E.T.N., and individualized packages	3.0	1.3	3.0	0.5
1.11	Develop a step-by-step process as a guide in program development	3.6	1.5	4.5	1.0

In a discussion with instructors in the Wisconsin Vocational, Technical and Adult Education System during a workshop in June, 1975, many felt it would be very hard to conduct a follow-up because many of the programs are short term and that one could tell a great deal about the program content from the dropout rate. Also, the respondents did not feel that T.V. and E.T.N. presentations were as benefical as action methods of presenting material to adult learners.

Instruction.

Table III-2 reports the response made by Groups 1 and 2 to the Instruction for Adult Learners (competency area 2.00). The competencies receiving high level of importance or considerably important (medians from 3.9 to 4.8) are: identify competencies of adult learners (item 2.01) with medians of 4.0 and 4.2, identify experience level of each adul learner (item 2.04) medians being 3.9 and 4.8. Utilize individual experience of adult learners in developing appropriate learning activities (item 2.02) with medians of 4.4 and 4.5, develop activities to accomodate different learning objectives of the adult learner (item 2.07) with medians of 4.3 and 4.0. Develop activities to accomodate different rates of learning (item 2.03) with medians of 4.3 and 4.5, develop flexible learning activities designed to meet individual adult learners interests and needs (item 2.05) with both groups being in complete agreement with both medians being 4.5. Explain and demonstrate at the adult learners level (item 2.13) with medians of 4.6 and 4.8.

Both groups were in close agreement on these competencies except for item 2.04 where the median for Group 1 (VTAE staff) was much lower

Table III-2

Instruction Competencies for Educators of Adults

Item	Competency	Group 1 Mdn	Group 1 IQR	Group 2 Mdn	Group 2 IQR
2.01	Identify competencies of adult learners	4.0	1.0	4.2	0.6
2.02	Utilize individual experience of adult learners in developing appropriate learning activities	4.4	1.0	4.5	1.0
2.03	Develop activities to accommodate different rates of learning	4.3	1.2	4.5	1.0
2.04	Identify experience level of each adult learner	3.9	1.2	4.8	0.6
2.05	Develop flexible learning activities designed to meet individual adult learners interests and needs	4.5	1.2	4.5	1.5
2.06	Vary class routine	4.1	1.3	4.5	1.0
2.07	Develop activities to accommodate different learning objectives of the adult learner	4.3	1.2	4.0	1.0
2.08	Change pace of instruction	3.9	1.5	3.8	0.6
2.09	Provide for group activities	3.7	1.3	3.5	2.5
2.10	Identify and plan for outside resources	3.5	1.2	3.8	0.6
2.11	Utilize a variety of media	4.0	1.3	3.8	0.6
2.12	Provide an unstructured and relaxed classroom situation	3.9	1.7	4.8	0.6
2.13	Explain and demonstrate at the adult learners level	4.6	1.1	4.8	0.6
2.14	Develop learning experiences for the handicapped and disadvantaged adult learner	4.2	1.5	4.5	1.5

that Group 2 (UW-Stout staff) perhaps more study should be done to determine how important the experience level is in regard to instructing the adult learner.

The areas of lesser importance but still in the level of moderately important (medians from 3.5 to 3.9) are: provide for group activities (item 2.09) with medians of 3.7 and 3.5, identify and plan for outside resources (item 2.10) with medians of 3.5 and 3.8 and change pace of instruction (item 2.08) with medians of 3.9 and 3.8.

Both groups were in close agreement on these competencies with the respondents commenting that group activities were not always practical, but the need to change the pace of instruction was more important.

Relationship with Adult Learner.

Table III-3 deals with relationship with the adult learner (competency area 3.00) which the respondents felt was an important area in their work with adult learners. The competencies receiving very important ratings (medians from 4.5 to 5.0) are: show empathy through patience and tactfulness (item 3.11) with medians of 4.7 and 4.5, show respect for adult learner (item 3.01) with medians of 4.9 and 4.8, understand the point of view of adult learner (item 3.03) with medians of 4.6 and 4.5, understand the problems an adult learner might have (item 3.07) with medians of 4.6 and 4.5). Communicate with adult learner in an open manner (item 3.05) with medians of 4.7 and 4.5, reinforce adult learner for achievement (item 3.02) with medians of 4.6 and 5.0 and display a genuine enthusiasm (item 3.04) both groups being in complete agreement with both medians being 4.8. All ratings in this area were

Table III-3

Relationship with Adult Learner Competencies
for Educators of Adults

3.00 Relationship with Adult Learner

Item	Competency	Group 1 Mdn	Group 1 IQR	Group 2 Mdn	Group 2 IQR
3.01	Show respect for adult learner	4.9	0.6	4.8	0.6
3.02	Reinforce adult learner for achievement	4.6	1.1	5.0	0.5
3.03	Understand the point of view of adult learner	4.6	1.1	4.5	1.0
3.04	Display a genuine enthusiasm	4.8	0.6	4.8	0.6
3.05	Communicate with adult learner in an open manner	4.7	1.0	4.5	1.0
3.06	Encourage new interests for adult learners	4.0	1.0	4.5	1.0
3.07	Understand the problems an adult learner might have	4.6	1.0	4.5	1.0
3.08	Aid an adult learner by using appropriate guidance techniques	3.8	1.5	4.2	0.6
3.09	Respond to spontaneous adult learner interests	4.0	1.1	4.5	1.5
3.10	Provide opportunities for adult learners to share their vocational interests	3.9	1.6	4.5	1.0
3.11	Show empathy through patience and tactfulness	4.7	1.0	4.5	1.0
3.12	Develop good relationships with adult learners	4.6	1.1	4.5	1.5

in the considerably important or very important level (medians larger than 3.51) revealing that the respondents felt that all of the competencies in this category were important, therefore there are none that can be considered low.

Coordinating an Adult Education Program.

Table III-4 reports the response to Coordinating an Adult Education Program (competency area 4.00). The competencies receiving very important ratings (medians from 4.5 to 4.8) are: develop budget for programs (item 4.06) with medians of 4.6 and 4.5, develop comprehensive programs to meet the needs of adults (item 4.02) with medians of 4.7 and 4.8, promote and publicize the programs offered in adult education (item 4.11) with medians of 4.7 and 4.5. Both groups were in complete agreement on the following competencies: identify local resources and match with needs (item 4.01) both medians 4.5, develop and maintain good public relations with community (item 4.04) both medians 4.8, evaluate programs to determine if needs of adult learners are being met (item 4.14) both medians 4.8.

Areas of lesser importance (medians from 3.3 to 4.0) but still in the moderately important or considerably important level are: register adult learners (item 4.12) with medians of 3.3 and 3.5, supervise classes (item 4.13) with medians of 3.9 and 3.5 and develop a handbook for personnel (item 4.15) with medians of 3.9 and 4.0. Some of the respondents felt that it might be almost impossible to supervise as many classes as they have and that it was more important to have an in-service program rather than a handbook.

Table III-4

Coordinating an Adult Education Program
Competencies for Educators of Adults

4.00 Coordinating an Adult Education Program

Item	Competency	Group 1 Mdn	Group 1 IQR	Group 2 Mdn	Group 2 IQR
4.01	Identify local resources match with needs	4.5	1.1	4.5	1.5
4.02	Develop comprehensive programs to meet the needs of adults	4.7	1.0	4.8	0.6
4.03	Select call-staff for adult learners	4.7	1.0	4.0	1.0
4.04	Develop and maintain good public relations with community	4.8	0.9	4.8	0.6
4.05	Design and conduct in-service program for call-staff	4.6	1.1	4.0	1.0
4.06	Develop budget for programs	4.6	1.1	4.5	1.5
4.07	Develop and maintain good public relations with call-staff	4.6	1.1	4.0	1.0
4.08	Arrange for facilities for adult education	4.2	1.3	4.5	1.5
4.09	Report data as required	4.0	1.4	4.5	1.5
4.10	Maintain records	4.0	1.3	4.5	1.5
4.11	Promote and publicize the programs offered in adult education	4.7	1.0	4.5	1.0
4.12	Register adult learners	3.3	1.8	3.5	1.0
4.13	Supervise classes	3.9	1.5	3.5	2.0
4.14	Evaluate programs to determine if needs of adult learners are being met	4.8	0.9	4.8	0.6
4.15	Develop a handbook for personnel	3.9	1.3	4.0	1.0

Relationship with Peers and Community.

Table III-5 reports the findings on relationship with peers and community (competency area 5.00) and shows that in the judgment of the respondents all the competencies are in the level of considerably important (medians from 3.5 to 4.5). Both groups were in complete agreement on, develop good relations with community service personnel (item 5.03) with both medians being 4.5. Groups 1 and 2 were in close agreement on: assist peers when possible (item 5.02) with medians of 4.2 and 4.5, participate in community affairs (item 5.04) with medians of 4.2 and 4.5 and participate in school affairs (item 5.05) with medians of 4.0 and 4.5. There was some disagreement on, acknowledge professional help from peers (item 5.01) with medians of 4.3 and 3.5. Group 1 felt that it was more important than Group 2. Group 2 rated it the lowest in this area with a median of 3.5.

Evaluation.

Table III-6 shows the response to evaluation (competency area 6.00) which is another important part of any program of adult education. All the competencies in this area are in the level of considerably important (medians from 3.5 to 4.8). Both Groups 1 and 2 are in close agreement on: identify evaluation procedures to be used by adult learners (item 6.01) medians of 4.2 and 4.5, plan for adult learner input for self-evaluation (item 6.02) medians of 4.2 and 4.0 and plan for self-evaluation to be used by adult learner (item 6.03) medians of 4.2 and 4.5. Also plan for adult learner evalution of program (item 6.04) medians of 4.4 and 4.5, self-evaluation of educator's teaching methods and their effectiveness (item 6.05)

Table III-5

Relationship with Peers and Community
Competencies for Educators of Adults

5.00 Relationship with Peers and Community

Item	Competency	Group 1 Mdn	Group 1 IQR	Group 2 Mdn	Group 2 IQR
5.01	Acknowledge professional help from peers	4.3	1.2	3.5	2.0
5.02	Assist peers when possible	4.2	1.1	4.5	1.5
5.03	Develop good relations with community service personnel	4.5	1.0	4.5	1.0
5.04	Participate in community affairs	4.2	1.2	4.5	2.5
5.05	Participate in school affairs	4.0	1.3	4.5	1.5

Table III-6

Evaluation Competencies for Educators of Adults

6.00 Evaluation					
Item	Competency	Group 1		Group 2	
		Mdn	IQR	Mdn	IQR
6.01	Identify evaluation procedures to be used by adult learners	4.2	1.2	4.5	1.0
6.02	Plan for adult learner input for self-evaluation	4.2	1.2	4.0	1.0
6.03	Plan for self-evaluation to be used by adult learner	4.2	1.0	4.5	1.0
6.04	Plan for adult learner evaluation of program	4.4	1.1	4.5	1.0
6.05	Self-evaluation of educator's teaching methods and their effectiveness	4.6	1.0	4.5	1.0
6.06	Plan for evaluation by supervisor	4.1	1.7	3.5	1.5
6.07	Develop a strategy for evaluating adult program	4.6	1.3	4.8	0.6

medians of 4.6 and 4.5 and develop a strategy for evaluating adult program (item 6.07) medians of 4.6 and 4.8. There was disagreement between the two groups on the importance of an evaluation by the supervisor (item 6.06), Group 1 had a median of 4.1 and Group 2 had a median of 3.5. This was the lowest rating for Group 2 in this area.

2. Compare Results of this Study with an Existing Study to Determine Unique Competencies of an Effective Adult Educator.

Table III-7 presents a comparison of necessary competency areas using a study conducted at the University of Northern Iowa in 1973* and comparable competency areas from this study. The questionnaire used by the University of Northern Iowa appears in Appendix C.

The two highest ratings of the University of Northern Iowa study are: (1) Teachers of adults should seek to identify and utilize the talents and experiences of each adult student and (2) Adult students need individual recognition from the instructor for their personal accomplishments during the course. The comparable competencies in this study are: (1) Analyze attitudes, needs and interests of adult learner, and utilize input from adult learners to identify their needs, (2) Utilize individual experience of adult learners in developing appropriate learning activities and (3) Reinforce adult learner for achievement. All of these have medians in the very important level which indicates that respondents in both studies concurred that these competencies were very necessary in adult education.

*EPDA--Part F, of the Office of Education, U.S. Department of Health, Education and Welfare.

Table III-7

Comparative Results of the University of Northern Iowa Adult Competencies and This Study

University of Northern Iowa (UNI)	UNI	CVTAE	VTAE Staff	UW-Stout Staff
Statement	% N-289	Competency Item	Group 1 Mdn. N-47	Group 2 Mdn. N=5
Teachers of adults should seek to identify and utilize the talents and experience of each adult student.	98.3	1.05* 2.02	4.5 4.4	5.0 4.5
Adult students need individual recognition from the instructor for their personal accomplishments during the course.	91.0	3.02	4.9	4.8
One of the major needs is to become more familiar with techniques for teaching adults.	86.5	2.13 2.05	4.6 4.5	4.8 4.5
One of the major needs is to have a better understanding of the over-all picture of Adult Education.	84.1	1.01 3.07 4.02	4.8 4.6 4.7	4.8 4.5 4.8
Adult Education teachers should have their courses evaluated and their teaching effectiveness rated by adult students.	81.6	6.04	4.4	4.5
Teachers must be competent in the area they teach, but the most important requirement for effective adult teaching generally is "empathy".	79.6	3.11	4.7	4.5
One of the major needs is to provide more opportunities where local school coordinators and teachers can share ideas and voice concern.	76.8	4.05	4.6	4.0
One of the major needs is to acquire better counseling and guidance techniques.	75.4	3.08	3.8	4.2
Adult students need a fairly unstructured learning environment.	75.1	2.12	3.9	4.8

* Competency items with prefix of 1.00 see Table III-I; items with prefix of 2.00 see Table III-2; items with prefix of 3.00 see Table III-3; items with prefix of 4.00 see Table III-4; items with prefix of 5.00 see Table III-5 and items with prefix of 6.00 see Table III-6.

There is a fairly parallel descent of the importance level in both studies. Although in this study, the medians for comparable items are not always in the same order as those in the University of Northern Iowa study, the levels of importance are very similar and all are still in the level of "very important."

The competencies with the lowest level of priority from the University of Northern Iowa study used in this comparison are: (1) One of the major needs is to acquire better counseling and guidance techniques and (2) Adult students need a fairly unstructured learning environment, i.e. provisions for smoking in class, drinking coffee or soft drinks in class, just moving about freely in class, etc. The comparable competencies from this study are (1) Aid adult learner by using appropriate guidance techniques and (2) Provide an unstructured and relaxed classroom situation, both of which have medians in the level of considerably important showing that the respondents of both studies felt that these competencies were of lesser importance but still important competencies for educators of adults.

3. Develop a Model of an Effective Adult Educator

The Model for an effective adult educator is shown on page III-17

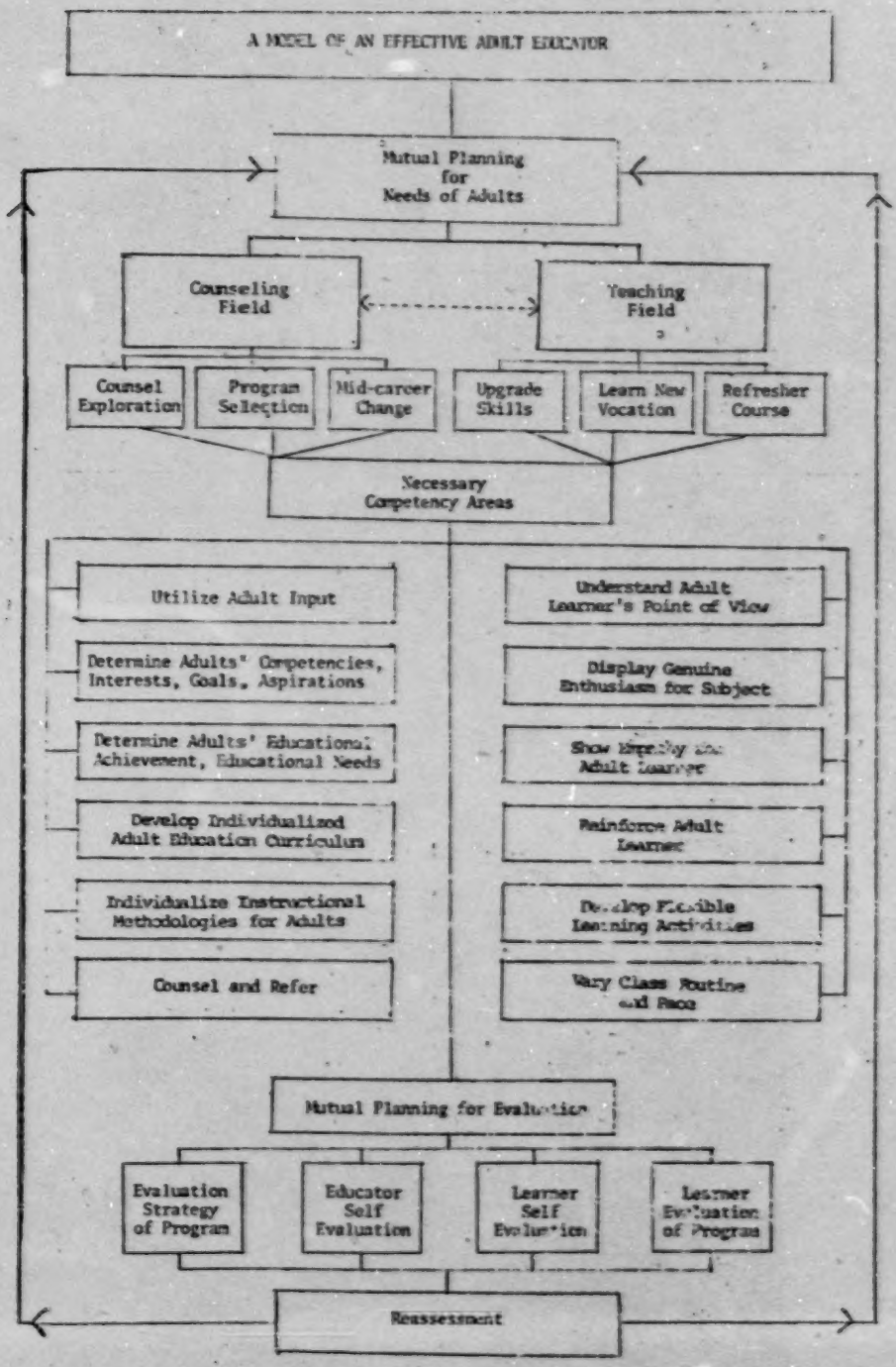
The data obtained from the response to the survey instrument reveal that the first step in becoming an effective adult educator is mutual planning for the needs of the adult learners. This planning should involve the educator and the adult learners, as the objective of the adult educator is to meet the needs of the adult learners and this cannot be done without input from the learners. The adult learner and educator should explore together the learners' competencies, interests, goals, aspirations, educational achievement and educational

needs in order to compile information to make a wise choice in selecting a program to be followed. Adult learners may want to upgrade their skills or take a refresher course in an area in which they had been trained. Others may want to change their career ladder or embark on a related area to the one in which they have been working.

The next step will be one in which the input from the adult learner is analyzed and if necessary the adult learner will be tested to identify competency level. On the basis of this information they should be guided and referred to the proper program. In all dealings with adult learners it is important to understand their point of view, display a genuine enthusiasm for subject content, show empathy and reinforce the adult learner. The adult educator also must realize that every adult learner is an individual with distinct needs. Provision should be made for individual differences in learning by developing flexible learning activities, develop individualized adult education curriculum, individualized instructional methodologies for adults, vary class routine and pace in the classroom.

Mutual planning is important in an adult education program, and mutual evaluation is just as important. A policy for evaluation should be developed to incorporate not only evaluation of the adult learner, but also evaluation of the program and the educator. Provision should be made for self evaluation by the adult learner and learner evaluation of the program and educator. The adult educator will not only evaluate the learner and the program but will include self-evaluation to be sure that all the objectives are achieved.

If the reassessment reveals that the original objectives were not the right objectives to meet the needs of the adult learners, then


A MODEL OF AN EFFECTIVE ADULT EDUCATOR
Mutual Planning for Needs of Adults
Counseling Field
Teaching Field
Counsel Exploration
Program Selection
Mid-career Change
Upgrade Skills
Learn New Vocation
Refresher Course
Necessary Competency Areas
Utilize Adult Input
Determine Adults' Competencies, Interests, Goals, Aspirations
Determine Adults' Educational Achievement, Educational Needs
Develop Individualized Adult Education Curriculum
Individualize Instructional Methodologies for Adults
Counsel and Refer
Understand Adult Learner's Point of View
Display Genuine Enthusiasm for Subject
Reinforce Adult Learner
Vary Class Routine and Pace
Mutual Planning for Evaluation
Evaluation Strategy of Program
Educator Self Evaluation
Learner Self Evaluation
Learner Evaluation of Program
Reassessment

the objectives must be revised in light of new evidence. When the objectives have been revised and validated then a new educational plan should be developed. The plan would include learning experiences which will enable the adult learners to develop the necessary skills to attain the revised objectives.

4. Identify Valid Teaching Styles for Adult Educators.

Relative to teaching styles adult educators have two main roles: (1) that of a facilitator of learning, where the purpose is to understand the learner's point of view and problems and identify the learner's experience level, competencies, interests and needs; and (2) that of resource manager where the role is to adapt the program to meet the learner's goals.

It is important for adult educators to be student oriented and develop programs to meet the needs of the individual. Adult learners usually want an emphasis on practical learning which can be put to immediate use rather than theory which does not appear to meet their goals or seem useful. Passive learning experiences such as lectures or reading do not stimulate the adult as much as action learning. If the program is such that it involves a laboratory/shop situation then demonstration, experimental kits, progress sheets, open laboratory/shop and independent study can add interest to the learning situation. When the program is more academic, independent study, simulation, learning packages, community experts, group discussion, and role playing can be used to advantage.

The adult education evaluation is important for the learner, educator and program. With mutual planning for evaluation the learner will know what is expected and will be able to participate in learner self-evalua-

tion, educator evaluation and program evaluation. The educator and the learner will be able to evaluate the learner in everyday classroom situations such as: through discussions, product results, check lists and rating scales rather than relying upon testing which is not a good method of evaluation for adults. The educator must have self-evaluation and also evaluate the program to be sure that the goals are being met; if the learners goals are not being met it is necessary to review the evaluations and reassess the program and make changes that will improve the program and the methodology of the educator.

Chapter IV

Recommendations

1. The model developed in this study of an effective adult educator be used as a basis for an in-service training session and adapted to each individual school to meet their needs.

2. The evaluation of the in-service training sessions may reveal that certain competencies have been omitted in the model of an effective adult educator. Thus, the model may have to be revised to include the omissions.

3. The model of an effective adult educator serve as a point of discussion and as instructional technology changes, additional or new competencies may change the model. These should be incorporated into the model when deemed necessary.

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Appendix A

Cover Letter Sent with Survey Instrument

Follow-up Letter

Survey Instrument

UNIVERSITY OF WISCONSIN

STOUT

MENOMONIE WISCONSIN 54751

The Center for Vocational, Technical and Adult E[illegible]cation at the University of Wisconsin - Stout is presently con[illegible]cting a study to identify the competencies of an effective educator of adults.

The information received will be confidential and will be used by the Director of the Vocational Education Program to develop a program with an adult education emphasis. Our reports will not identify individuals with responses, only summaries will be used. We estimate that it will take about twenty minutes of your time to fill out the questionnaire.

Please complete the enclosed questionnaire, and return in the enclosed, self-addressed, stamped envelope by April 8, 1975.

Thank you for your cooperation.

Sincerely yours,

Harold Halfin
Co-Director,
Center for Vocational, Technical
and Adult Education

Enclosures

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

Recently you were mailed a questionnaire concerning the competencies of an effective educator of adults. We are happy to say that we are receiving a high percentage of returns, however, we need your completed questionnaire to make our study complete.

You can make a significant contribution to the success of this evaluation, and the effectiveness of the survey by taking a few minutes of your time to complete the form.

Please return the completed form as soon as possible to Harold H. Halfin.

Thank you for your cooperation.

Sincerely yours,

Harold H. Halfin
Co-Director,
Center for Vocational, Technical
and Adult Education

jvh

Center for Vocational, Technical and Adult Education
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

A study to identify the competencies of an effective educator of adults.

Directions: Please respond to the following statements by circling the number you feel is most appropriate to effectively teach adults:

1 = Not Important (does not need to be done)
2 = Slightly Important
3 = Moderately Important (contributes to work with adults but is not essential)
4 = Considerably Important
5 = Very Important (essential to work with adults)

Please make any additions that you feel are important for adult educators in the space provided at the end of each category.

		Not Important	Slightly Important	Moderately Important	Considerably Important	Very Important
1.00	Program Planning					
1.01	Develop objectives for program pertaining to adult learners	1	2	3	4	5
1.02	Read current literature in your field and extract usable ideas and content	1	2	3	4	5
1.03	Utilize input from Advisory Committee to identify needs	1	2	3	4	5
1.04	Develop and utilize flexible lesson plans	1	2	3	4	5

. . . Please go on to page 2 . . .

		Not Important	Slightly Important	Moderately Important	Considerably Important	Very Important
1.05	Analyze attitudes, needs and interests of adult learner, and utilize input from adult learners to identify their needs	1	2	3	4	5
1.06	Determine community and business needs	1	2	3	4	5
1.07	Plan a follow-up of former adult learners as a guide for future programs	1	2	3	4	5
1.08	Develop a plan for program revision	1	2	3	4	5
1.09	Develop new programs according to community needs	1	2	3	4	5
1.10	Utilize T.V., E.T.N., and individualized packages	1	2	3	4	5
1.11	Develop a step-by-step process as a guide in program development	1	2	3	4	5

Others:

. . . *Please go on to page 3* . . .

		Not Important	Slightly Important	Moderately Important	Considerably Important	Very Important
2.00	Instruction					
2.01	Identify competencies of adult learners	1	2	3	4	5
2.02	Utilize individual experience of adult learners in developing appropriate learning activities	1	2	3	4	5
2.03	Develop activities to accommodate different rates of learning	1	2	3	4	5
2.04	Identify experience level of each adult learner	1	2	3	4	5
2.05	Develop flexible learning activities designed to meet individual adult learners interests and needs	1	2	3	4	5
2.06	Vary class routine	1	2	3	4	5
2.07	Develop activities to accommodate different learning objectives of the adult learner	1	2	3	4	5
2.08	Change pace of instruction	1	2	3	4	5
2.09	Provide for group activities	1	2	3	4	5
2.10	Identify and plan for outside resources	1	2	3	4	5
2.11	Utilize a variety of media	1	2	3	4	5
2.12	Provide an unstructured and relaxed classroom situation	1	2	3	4	5

. . . *Please go on to page 4* . . .

	Not Important	Slightly Important	Moderately Important	Considerably Important	Very
2.13 Explain and demonstrate at the adult learners level	1	2	3	4	5
2.14 Develop learning experiences for the handicapped and disadvantaged adult learner	1	2	3	4	5

Others:

. . . *Please go on to page 5* . . .

		Not Important	Slightly Important	Moderately Important	Considerably Important	Very Important
3.00	Relationship with Adult Learner					
3.01	Show respect for adult learner	1	2	3	4	5
3.02	Reinforce adult learner for achievement	1	2	3	4	5
3.03	Understand the point of view of adult learner	1	2	3	4	5
3.04	Display a genuine enthusiasm	1	2	3	4	5
3.05	Communicate with adult learner in an open manner	1	2	3	4	5
3.06	Encourage new interests for adult learner	1	2	3	4	5
3.07	Understand the problems an adult learner might have	1	2	3	4	5
3.08	Aid adult learner by using appropriate guidance techniques	1	2	3	4	5
3.09	Respond to spontaneous adult learner interests	1	2	3	4	5
3.10	Provide opportunities for adult learners to share their vocational interests	1	2	3	4	5

. . . Please go on to page 6 . . .

		Not Important	Slightly Important	Moderately Important	Considerably Important	Very Important
3.11	Show empathy through patience and tactfulness	1	2	3	4	5
3.12	Develop good relationships with adult learners	1	2	3	4	5

Others:

. . . *Please go on to page 7* . . .

		Not Important	Slightly Important	Moderately Important	Considerably Important	Very
4.14	Evaluate programs to determine if needs of adult learners are being met	1	2	3	4	5
4.15	Develop a handbook for personnel	1	2	3	4	5

Others:

. . . Please go on to page 9 . . .

		Not Important	Slightly Important	Moderately Important	Considerably Important	Very
5.00	Relationship with Peers and Community					
5.01	Acknowledge professional help from peers	1	2	3	4	5
5.02	Assist peers when possible	1	2	3	4	5
5.03	Develop good relations with community service personnel	1	2	3	4	5
5.04	Participate in community affairs	1	2	3	4	5
5.05	Participate in school affairs	1	2	3	4	5

Others:

. . . Please go on to page 10 . . .

		Not Important	Slightly Important	Moderately Important	Considerably Important	Very Important
6.00	Evaluation					
6.01	Identify evaluation procedures to be used by adult learners	1	2	3	4	5
6.02	Plan for adult learner input for self-evaluation	1	2	3	4	5
6.03	Plan for self-evaluation to be used by adult learner	1	2	3	4	5
6.04	Plan for adult learner evaluation of program	1	2	3	4	5
6.05	Self-evaluation of educator's teaching methods and their effectiveness	1	2	3	4	5
6.06	Plan for evaluation by supervisor	1	2	3	4	5
6.07	Develop a strategy for evaluating adult program	1	2	3	4	5

Others:

Thank you for responding.

Please return to:

Harold H. Halfin
Co-Director
Center for Vocational, Technical and
Adult Education
University of Wisconsin-Stout
Menomonie, WI 54751

Appendix B

Competencies Required of Adult Educators Used by Malcolm S. Knowles in Adult Education Class at North Carolina State University

These were received from Malcolm S. Knowles in reply to a personal letter to him.

NORTH CAROLINA STATE UNIVERSITY -- DEPARTMENT OF ADULT & COMMUNITY COLLEGE EDUCATION

Preliminary Self-Diagnosis for Program Planning

Name of student: _____ Date: _____

In order to help your adviser help you in planning a program of learning experiences that will build on your present strengths and develop needed new strengths in the competencies required of adult educators, please rate your own assessment of your present level of performance in each of the following competencies;

Required Functions	Relevant Competencies	Self-Rating				Recommended Learning Experiences
		Don't know	weak	fair	strong	
I. Role of the Educational Generalist						
A. Formulation of policies, objectives, program	1. Understanding of the role of Education in the social order.					
	2. Ability to identify and think philosophically about educational issues.					
	3. An understanding of the process of human growth and learning.					
	4. Ability to evaluate institutional effectiveness and educational outcomes.					
	5. Ability to involve others in decision-making processes.					

Required Functions	Relevant Competencies	Self-Rating: Don't know	weak	fair	strong	Recommended Learning Experiences
B. Obtaining Public understanding and support of education	1. Understanding of the dynamics of community behavior.					
	2. Skill in planning and executive strategies of community involvements.					
	3. Ability to plan and carry out community surveys.					
C. Planning, Supervising, and evaluating learning activities	1. Understanding of principles of curriculum development.					
	2. Skill in performing a helping role in supervision and collaboration.					
	3. Ability to formulate behavioral objectives.					
	4. Ability to select and use a variety of methods to achieve particular object.					
	5. Ability to measure learning outcomes.					
	6. An accepting attitude toward learners and skill in motivating and guiding their learning.					
	7. Understanding of and skill in use of group processes in learning.					

Required Functions	Relevant Competencies	Self-Rating: Don't know	weak	fair	strong	Recommended Learning Experiences
D. Participation in the advancement of education	1. Ability to interpret and apply research findings in the social sciences.					
	2. Ability to conduct and report original research					
	3. Skill in providing professional leadership.					
	4. Ability to communicate orally and in writing at a professional level.					
	5. Interest in reading professional literature and participating in professional asso.					
E. Other	1.					
	2.					
II Role of the Adult Education Specialist						
A. Formulation of adult education policies, objectives, and programs.	1. Understanding of the function of adult education in society.					
	2. Understanding of the unique characteristics of adults as learners					

Required Functions	Relevant Competencies	Self-Rating: Don't know	weak	fair	strong	Recommended Learning Experiences	
B. The organization and administration of programs of adult education	1. Understanding of organizational theory and dynamics.						
	2. Skill in selecting, training, and supervising leaders and teachers.						
	3. Skill in managing administrative processes.						
C. The performance of special functions required in particular adult education roles	1.						
	2.						
	3.						
	4.						

Appendix C

Cover Letter and Survey Instrument
by University of Northern Iowa

Social Research Center

UNIVERSITY OF NORTHERN IOWA
CEDAR FALLS, IOWA 50613

319 273-2105

May 22, 1973

Dear :

The Iowa State Department of Public Instruction has contracted the University of Northern Iowa to conduct a comprehensive study of the Career Adult Education Program in Iowa. The purpose of the study is to project Career Education needs in the state. The study is sponsored by the Department of Health, Education and Welfare, Washington, D. C., and is the first of its kind ever conducted in the United States.

Your name has been submitted to us as one who is or has been a part-time coordinator of Career Education programs. Because of your experience with the program, we are writing to ask for your participation in our study.

Enclosed are two questionnaires which we would appreciate your completing and returning in the postage-paid envelope provided. How you personally answer the questions will be known only to you since we do not ask for your name. We have also enclosed a card which we would appreciate your completing and returning. This card will allow us to complete our survey activities without bothering you with follow-up letters.

This study should be of immense value in the programming of future Career Adult Education courses in Iowa. As a part-time coordinator, you are one of a few hundred experienced people we can call on to provide assistance in assessing the Career Education program. We are certain that by your participation our study will be more reliable.

Thank you for your attention to this matter. We are looking forward to receiving your completed questionnaire within the very near future.

Respectfully,

Robert E. Kramer
Director

REK/mbs

Enclosures

NEEDS ASSESSMENT OF PART-TIME TEACHERS IN
CAREER SUPPLEMENTARY PROGRAMS

This questionnaire should require no more than 30 minutes to complete. When you have finished, go back through the questionnaire and record on the blank sheet attached to this instrument any needs you feel should have been included.

Please be frank and honest in your answers.

A. General Background Information

1. Please indicate your age by checking (✓) the appropriate box below.

_____20-29 _____30-39 _____40-49 _____50-59 _____60-69

2. Please indicate your sex by checking (✓) the appropriate box below.

_____male _____female

3. In what area are you employed full-time? (check one)

_____Adult Education
_____Elementary or Secondary Teacher: Technical-Vocational courses
_____Elementary or Secondary Teacher: Non-Vocational courses
_____Teacher in Iowa Area School: Vocational-Technical courses
_____Teacher in Iowa Area School: Arts and Science Division
_____Business or Industry
_____Health Delivery Systems
_____Other (briefly explain)_____

4. Check the space below which indicates your highest degree earned.

_____Eighth Grade Diploma
_____High School Diploma
_____A.A. Degree
_____Bachelors Degree
_____Masters Degree
_____Educational Specialist
_____Doctorate

5. In which career supplementary area do you teach? (check one)

_____Not appropriate (full-time in Adult Education)
_____Health Occupations
_____Home Economics
_____Business, Office, and Distributive Education
_____Trade and Industrial
_____Agriculture

6. How many years have you taught adult education classes? (check one)

_____First Year _____2-5 Years _____6-9 Years _____10-13 Years

_____Over 13 Years

B. This section refers to the term "major need" frequently and should be interpreted as meaning needs of definitely greater or major importance. Indicate your feelings about the needs of Part-Time Career Adult Teachers Supplementary (P-CATS) by checking the appropriate blank, where

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

The "Uncertain" blank should be checked only when you have no feelings one way or the other about the "need" in question.

7. One of the major needs is for (P-CATS) to have a better understanding of the over-all picture of Adult Education.

_____SA _____A _____U _____D _____SD

8. One of the major needs is to acquire better counseling and guidance techniques (for classroom use).

_____SA _____A _____U _____D _____SD

9. One of the major needs is to have a better over-view of the occupational area (in which you are teaching).

_____SA _____A _____U _____D _____SD

10. One of the major needs is to provide opportunities for (P-CATS) in related areas to exchange ideas about subject matter and classroom experiences.

_____SA _____A _____U _____D _____SD

11. One of the major needs is to have more teachers join and be involved in Adult Education Associations.

_____SA _____A _____U _____D _____SD

12. One of the major needs is to have a better understanding of the community college philosophy and its operation.

_____SA _____A _____U _____D _____SD

13. One of the major needs is a teacher training packet or handbook.

_____SA _____A _____U _____D _____SD

14. One of the major needs is to acquire a better understanding of how adults learn.

_____SA _____A _____U _____D _____SD

15. One of the major needs is to have part-time career teachers participate in human relations training programs.

_____SA _____A _____U _____D _____SD

16. One of the major needs is to become more familiar with techniques for teaching adults.

_____SA _____A _____U _____D _____SD

17. One of the major needs is to become more familiar with the skills needed to write good tests.

_____SA _____A _____U _____D _____SD

18. One of the major needs is help with the selection of the most appropriate course textbook(s)

_____SA _____A _____U _____D _____SD

19. One of the major needs is higher salaries for part-time career education teachers.

_____SA _____A _____U _____D _____SD

20. One of the major needs is increased personal help (one-to-one basis) from the full-time director or coordinator.

_____SA _____A _____U _____D _____SD

21. One of the major needs is to acquire greater skills in the development and appropriate use of visual aids.

_____SA _____A _____U _____D _____SD

22. One of the major needs is train (P-CATS) in recruitment procedures and techniques (to get adults who can profit from adult career education into class).

_____SA _____A _____U _____D _____SD

23. One of the major needs is to find (P-CATS) who are trained to teach specific ethnic groups.

_____SA _____A _____U _____D _____SD

24. One of the major needs is to improve general communication between the (P-CAT) and the Area Director.

_____SA _____A _____U _____D _____SD

25. One of the major needs is to provide more opportunities (seminars, workshops,etc.) where (P-CATS), local school coordinators and the full-time area school people can share ideas and voice concerns.

_____SA _____A _____U _____D _____SD

26. One of the major needs is to improve the (P-CAT's) competence in the area he/she teaches.

_____SA _____A _____U _____D _____SD

27. One of the major needs is to solve the problems that interfere with adult learners getting to the classroom, i.e. transportation problems, finding babysitters, etc.

_____SA _____A _____U _____D _____SD

28. One of the major needs of (P-CATS) is to receive academic credit for the workshops, seminars and other training activities they attend.

_____SA _____A _____U _____D _____SD

C. This section deals with a variety of concerns, ideas and perceptions relevant to the task of teaching adult learners. Please indicate <u>your</u> feelings about these items by checking the appropriate blank.

29. Teaching adults is little different from teaching regular "school age" students.

_____SA _____A _____U _____D _____SD

30. Having adult students compete with each other on achievement tests (paper-pencil or performance) motivates them to study more and they subsequently get more out of the course.

_____SA _____A _____U _____D _____SD

31. Adult students need individual recognition from the instructor for their personal accomplishments during the course.

_____SA _____A _____U _____D _____SD

32. Teachers of adults should seek to identify and utilize the talents and experiences of each adult student in the class.

_____SA _____A _____U _____D _____SD

33. Adult education teachers should have their courses evaluated and their teaching effectiveness rated by the adult students.

_____SA _____A _____U _____D _____SD

34. Course evaluations and teacher-effectiveness ratings (by the student) should be seriously considered by the Adult Education Director as a basis for future employment, salary increases and other promotional considerations for the (P-CAT).

_____SA _____A _____U _____D _____SD

35. Special pre-service orientation programs that require the (P-CATS) to be away from home for several days at a time are <u>not</u> necessary.

_____SA _____A _____U _____D _____SD

36. (P-CATS) need more autonomy in the design and content selection for the courses they teach.

_____SA _____A _____U _____D _____SD

37. Taking attendance may be a "childish" idea but it remains a good indicator of the adult learner's attitude about the course.

_____SA _____A _____U _____D _____SD

38. Adult students need a fairly unstructured learning environment, i.e. provisions for smoking in class, drinking coffee or soft drinks in class, just moving about freely in class, etc.

_____SA _____A _____U _____D _____SD

39. Each Area College should have a "media and/or curriculum center" that provides (P-CATS) with help in the selection of course materials and guidance in the appropriate use of them.

_____SA _____A _____U _____D _____SD

40. There is a definite need in career supplementary programs for more counselors.

_____SA _____A _____U _____D _____SD

41. Counselors serving adult career programs do <u>not</u> seem to be adequately trained for vocational guidance purposes.

_____SA _____A _____U _____D _____SD

42. The drop-out rate in career supplementary programs is generally too high.

_____SA _____A _____U _____D _____SD

43. Generally too much is expected of the (P-CAT) for the salary he/she receives

_____SA _____A _____U _____D _____SD

44. (P-CATS) must be competent in the area they teach, but the most important requirement for <u>effective</u> adult teaching generally is "empathy."

_____SA _____A _____U _____D _____SD

45. The physical facilities provided for teaching career supplementary courses are adequate.

_____SA _____A _____U _____D _____SD

Appendix D

Questionnaire used at the Illinois
Vocational Teacher Education Competencies
Conference II, May 1972

82 participants at the Vocational Teacher Education Competencies Conference II May 1972

L-2

EVALUATION OF SELECTED VOCATIONAL TEACHER COMPETENCIES*

Vocational teachers, at all levels and across all occupations surely must share a number of teaching competencies. You are being asked to evaluate a number of vocational teacher competencies in terms (1) of their importance (essential, desirable, nice-to-know, and not required), and (2) their place in either the educational preservice preparation or the on-the-job preparation of vocational teachers. That is, should they be taught or exposed to them through preservice courses in a specific occupational area, preservice "core" courses--across occupational areas, preservice internship, formal in-service education, or informally on-the-job. In considering where the competencies should be obtained, list only your first choice of where the competency should be obtained and disregard the 2nd and 3rd choice blanks for each competency.

As you complete this evaluation, please keep in mind that you are being asked "how things ought to be" rather than how they are or have been.

Identify yourself by:

(1) The subject area in which you teach _____

(2) The school level at which you teach _____

---

*Competencies numbered 1 through 256 are those identified by Calvin J. Cotrell, et. al., "Model Curricula For Vocational and Technical Teacher Education: Report No. 1 -- Performance Requirements for Teachers." Columbus, Ohio: Center for Vocational and Technical Education, The Ohio State University. December 1971.

Competencies numbered 257 through 481 are those identified in "Summary Reports: Illinois Vocational Teacher Educators and Vocational Administrators Conferences On Competencies Development." Springfield, Illinois: Division of Vocational and Technical Education. April 1971.

Competencies numbered 384 and 454 are not actually competencies; competencies numbered 419 and 444 did not have a printed response column; competencies numbered 260a and 413a were renumbered as 500 and 600, respectively, in all analyses of data. Total competencies used in survey instrument were 477 instead of 481 as instrument would suggest.

NEED	WHERE TO OBTAIN
1. ESSENTIAL	1. PRESERVICE COURSE IN SPECIFIC OCCUPATIONAL AREA
2. DESIRABLE	2. PRESERVICE "CORE" COURSE (ACROSS OCCUPATIONAL AREAS
3. NICE TO KNOW	3. PRESERVICE INTERNSHIP
4. NOT REQUIRED	4. FORMAL INSERVICE COURSES
	5. INFORMALLY ON-THE-JOB

COORDINATION

	NEED	1st	2nd	3rd
1. Assist student-learners with job related problems.	__	__	__	__
2. Check student-learner progress with cooperating employer, on-the-job instructor and other personnel.	__	__	__	__
3. Develop policy on absenteeism, work schedules (hours), job transfer, and wages.	__	__	__	__
4. Develop procedures for job and program transfer.	__	__	__	__
5. Orient training station staff to objectives of the program.	__	__	__	__
6. Involve cooperating employer in the evaluation of student-learner's performance.	__	__	__	__
7. Conduct visitations to training stations.	__	__	__	__
8. Supervise individual student-learner's performance.	__	__	__	__
9. Develop a cooperative training agreement between student-learner, school and cooperating employer.	__	__	__	__
10. Maintain a current file of jobs and employers.	__	__	__	__
11. Develop and maintain a good working relationship with training station personnel.	__	__	__	__
12. Designate on-the-job learning experiences.	__	__	__	__
13. Develop a systematic training plan with a co-operating employer.	__	__	__	__
14. Sponsor employer-employee banquet.	__	__	__	__
15. Develop, administer and interpret evaluation forms for on-the-job training.	__	__	__	__
16. Involve students in evaluating cooperative work experience.	__	__	__	__
17. Become oriented to the training station.	__	__	__	__
18. Correlate related and technical instruction with student-learner's on-the-job training.	__	__	__	__
19. Assist student-learners in job orientation.	__	__	__	__
20. Develop a plan of student-learner supervision.	__	__	__	__
21. Develop and maintain student-learner progress reports.	__	__	__	__
22. Select training stations.	__	__	__	__
23. Participate in and/or conduct workshops and other programs to assist cooperating employers in understanding their role in the cooperative program.	__	__	__	__

L-5

NEED / 1st / 2nd / 3rd

24. Obtain follow-up information from graduates and former student-learners. ___/___/___/___

25. Develop procedure to insure student-learner's safety and protection. ___/___/___/___

26. Discuss on-the-job training progress reports with students. ___/___/___/___

27. Obtain suggestions for improvement and expansion of in-school related instruction. ___/___/___/___

28. Arrange school and work schedules with student-learners, faculty and cooperating employers. ___/___/___/___

29. Aid student-learner in obtaining work permits. ___/___/___/___

30. Evaluate the facilities of prospective training stations. ___/___/___/___

31. Secure advisory committee recommendations for training stations. ___/___/___/___

32. Conduct or participate in a community survey. ___/___/___/___

33. Conduct a training station development program. ___/___/___/___

EVALUATION OF INSTRUCTION

34. Evaluate one's own techniques and methods of teaching. ___/___/___/___

35. Evaluate student's progress in class, home and laboratory assignments. ___/___/___/___

36. Direct student self-evaluation. ___/___/___/___

37. Select measures appropriate to the evaluative criteria. ___/___/___/___

38. Establish the evaluative criteria for lessons, units or courses. ___/___/___/___

39. Determine if evaluative criteria exist. ___/___/___/___

40. Interpret evaluation data for students and for parents. ___/___/___/___

41. Establish criteria and methods for classroom or shop-laboratory performance. ___/___/___/___

	NEED	1st	2nd	3rd
42. Devise laboratory performance tests.				
43. Formulate a system of grading consistent with school policy.				
44. Administer tests.				
45. Establish criteria for student self-evaluation.				
46. Base student performance standards on available equipment and supplies.				
47. Formulate multiple-choice questions.				
48. Devise case-study problems.				
49. Evaluate text and reference materials to meet course objectives.				
50. Evaluate student performance with standardized test.				
51. Evaluate classroom facilities and equipment.				
52. Evaluate available standardized tests.				
53. Formulate essay test questions.				
54. Formulate true-false test questions.				
55. Formulate completion test items.				
56. Formulate matching test items.				

EXECUTION OF INSTRUCTION

57. Demonstrate a manipulative skill.				
58. Recognize, interpret and utilize student actions and behavior (cues).				
59. Provide individualized instruction for students.				
60. Direct student laboratory experiences.				
61. Present a concept or principle through a demonstration.				
62. Reinforce learning.				

	NEED	1st	2nd	3rd
63. Develop standards for student attainment.	__	__	__	__
64. Give an assignment for outside work.	__	__	__	__
65. Direct a group discussion.	__	__	__	__
66. Present information with the assistance of a resource person.	__	__	__	__
67. Introduce a lesson.	__	__	__	__
68. Present a lesson with the aid of a chalk board.	__	__	__	__
69. Conduct a field trip.	__	__	__	__
70. Present information using authentic models, materials and equipment.	__	__	__	__
71. Present a lesson with overhead projector and/or opaque projector.	__	__	__	__
72 Direct role playing.	__	__	__	__
73. Supervise student planning and presentation of instructional information.	__	__	__	__
74. Present a lesson with silent or sound motion picture film.	__	__	__	__
75. Set up display materials for instructional purposes.	__	__	__	__
76. Present an illustrated talk with 35mm film strip or slides.	__	__	__	__
77. Employ the technique of oral questioning.	__	__	__	__
78. Present information by the use of simulated experiences.	__	__	__	__
79. Utilize unplanned classroom or shop incident as a basis for presenting related information.	__	__	__	__
80. Present a lesson with audio tape, disc recording or radio receiver as resource.	__	__	__	__
81. Give a lecture.	__	__	__	__
82. Direct a student manipulative skill demonstration.	__	__	__	__
83. Present a lesson with the [illegible] of a flannel board and/or flip chart.	__	__	__	__

	NEED	1st	2nd	3rd
84. Present information by the use of the project method	__	/	/	/
85. Present information using analogies.	__	/	/	/
86. Conduct visits to the student's home for instructional purposes.	__	/	/	/
87. Engage one's self in role playing.	__	/	/	/
88. Give an illustrated talk.	__	/	/	/
89. Present information by the use of the problem-solving method.	__	/	/	/
90. Present information by the use of the case study methods.	__	/	/	/
91. Present a lesson using a prepared skit (Standardized, teacher or pupil written).	__	/	/	/
92. Direct programmed instruction (teaching machine or text).	__	/	/	/
93. Obtain closure for a lesson.	__	/	/	/
94. Moderate a panel discussion.	__	/	/	/
95. Present a lesson by the developmental method.	__	/	/	/
96. Draw upon student experience in presenting instruction.	__	/	/	/
97. Orient students to the instructional phase of the course or program.	__	/	/	/
98. Present information with exhibits or displays.	__	/	/	/
99. Present a lesson with videotape recordings.	__	/	/	/
100. Present information through team teaching.	__	/	/	/
101. Present a lesson with closed circuit TV.	__	/	/	/
102. Present a lesson with 8mm single concept film (individualized instruction).	__	/	/	/
103. Reproduce instructional (hard copy and transparency) material with a thermo or photo copier (3M, xerox).	__	/	/	/

	NEED	L-9 1st	2nd	3rd
104. Reproduce instructional material with a mimeograph machine.	__/	/__	/__	/__
105. Reproduce instructional material with a spirit duplicator.	__/	/__	/__	/__
106. Present study techniques.	__/	/__	/__	/__

GENERAL SCHOOL ACTIVITIES

107. Orient and assist beginning teachers.	__/	/__	/__	/__
108. Sponsor non-vocational clubs, societies and special interest groups.	__/	/__	/__	/__
109. Supervise homeroom, study hall, and/or lunchroom.	__/	/__	/__	/__
110. Supervise student teachers and cooperate with area colleges in providing opportunities for observation and demonstration.	__/	/__	/__	/__
111. Collect money for various drives and sell tickets for school events.	__/	/__	/__	/__
112. Serve as a member or chairman of a committee.	__/	/__	/__	/__
113. Participate in non-instructional school duties (ticket collecting, chaperoning, P.T.A.).	__/	/__	/__	/__

GUIDANCE

114. Assist students with personal and social problems.	__/	/__	/__	/__
115. Conduct a counseling session.	__/	/__	/__	/__
116. Assist students with scholastic problems.	__/	/__	/__	/__
117. Assist students with problems associated with furthering their education.	__/	/__	/__	/__

	NEED	1st	2nd	3rd
118. Assist students in securing employment.				
119. Cooperate with guidance counselors.				
120. Conduct visits to the student's home for counseling purposes.				
121. Select and assign students for the program.				
122. Interview students and parents.				
123. Establish an "open door" counseling policy.				
124. Develop student selection criteria.				
125. Present occupational information related to one's area.				
126. Assist students to develop study habits.				
127. Arrange for and administer tests.				
128. Evaluate all data about the student for selection purposes.				
129. Empathize with students concerning their problems.				
130. Maintain case study reports.				
131. Develop and administer an instrument to determine individual's home background.				
132. Compile student selection data.				
133. Summarize, report and disseminate information obtained from follow-up studies.				
134. Update, revise, and improve curriculum based upon follow-up data.				
135. Determine individual employer needs for personnel.				
136. Determine student's academic and work experience.				
137. Write recommendations for students for permanent employment.				
138. Collect relevant student follow-up data for program evaluation.				
139. Refer students to qualified personnel agencies for occupational and educational information.				

	NEED	1st	2nd	3rd
140. Provide students with resource materials on occupational opportunities.				
141. Interpret cumulative student records.				
142. Assemble and display information on occupational data.				

MANAGEMENT

143. Establish acceptable standards of behavior.				
144. Provide approved disciplinary action when necessary.				
145. Maximize the use of student's time and of equipment (Scheduling).				
146. Develop and implement safety procedures.				
147. Establish detailed rules and regulations for laboratory participation.				
148. Group students according to individual differences.				
149. Develop and administer a system for cleaning and maintaining the laboratory.				
150. Arrange the mechanical details of the classroom and laboratory (materials and equipment).				
151. Establish "check out" procedures for tools, supplies, and equipment.				
152. Obtain needed school equipment and supplies as gifts or donations.				
153. Maintain equipment and tools.				
154. Prepare and submit proposals.				
155. Develop and maintain occupational opportunity files.				
156. Record and file student data (progress, performance, grades).				

	NEED	1st	2nd	3rd
157. Develop policy for use of facilities by other school personnel.				
158. Prepare requisitions for supplies, tools and equipment needs.				
159. Schedule student's work station and his storage space in the laboratory or shop.				
160. Inform students of the rules and regulations of the program.				
161. Control physical surroundings (light, ventilation, heat).				
162. Prepare and submit state reports.				
163. Maintain a running inventory of supplies and equipment.				
164. Determine long and short range equipment needs and amortization.				
165. Determine long and short range facility needs.				
166. Write up and submit program evaluation reports.				
167. Develop and maintain placement records.				
168. Develop and maintain follow-up records.				
169. Prepare and file reports for referral purposes (recommendations).				
170. Prepare and file all financial records.				
171. Record and file attendance reports on students.				
172. Make financial arrangements for special banquets.				
173. Plan financial arrangments for the adult program.				
174. Determine and collect fees for consumable supplies.				
175. Cooperate with the administration in planning a budget for one's vocational area.				
176. Plan a budget for equipment and supplies (current and projected).				
177. Plan a budget for resource materials (textbooks, library books)..				

	NEED	1st	2nd	3rd
178. Develop procedures for handling cash receipts and a petty cash fund.	__	__	__	__
179. Prepare and submit a travel budget.	__	__	__	__
180. Provide first aid supplies.	__	__	__	__
181. Organize for cooperative buying.	__	__	__	__
182. Consult the advisory committee in planning for facilities and equipment needs.	__	__	__	__
183. Involve the advisory committee in the evaluation of physical facilities, equipment and supplies.	__	__	__	__
184. Arrange for storage of equipment and supplies.	__	__	__	__
185. Develop a cooperative plan for adult education use of facilities and equipment.	__	__	__	__
186. Determine long and short range supply needs.	__	__	__	__

PLANNING OF INSTRUCTION

187. Determine in-school learning experiences (classroom and/or lab).	__	__	__	__
188. Select teaching techniques and methods.	__	__	__	__
189. Select and develop instructional content for a course.	__	__	__	__
190. Determine instructional media and aids.	__	__	__	__
191. Determine student needs and goals.	__	__	__	__
192. Develop instructional material (information sheets, transparencies, bulletin board materials).	__	__	__	__
193. Determine need for and identify resource persons.	__	__	__	__
194. Select and develop instructional content for a lesson.	__	__	__	__
195. Identify out-of-school learning experiences.	__	__	__	__

	NEED	1st	2nd	3rd
196. Select tools and equipment.	__	__	__	__
197. Organize the sequence of learning tasks.	__	__	__	__
198. Plan the introduction of a lesson.	__	__	__	__
199. Determine appropriate library resources.	__	__	__	__
200. Determine instructional units.	__	__	__	__
201. Formulate objectives for lessons, units and/or courses.	__	__	__	__
202. Organize an advisory committee.	__	__	__	__
203. Analyze skills (operations, procedures) relevant to course planning.	__	__	__	__
204. Develop a system for recording and filing subject matter information.	__	__	__	__
205. Construct a lesson plan.	__	__	__	__
206. Make a task or activity analysis.	__	__	__	__
207. Consult the advisory committee for program planning information.	__	__	__	__
208. Make an occupational analysis.	__	__	__	__

PROFESSIONAL ROLE

209. Exhibit behavior appropriate to his professional role.	__	__	__	__
210. Maintain expertise in one's occupational specialty.	__	__	__	__
211. Serve as member and/or officer of a professional organization.	__	__	__	__
212. Keep credentials up-to-date.	__	__	__	__
213. Subscribe to and exhibit an understanding of the philosophy of vocational-technical education.	__	__	__	__
214. Engage in a planned personal program of continuing education.	__	__	__	__

	NEED	1st	2nd	3rd
215. Participate in professional organization activities.	__	__	__	__
216. Secure and leave a professional position.	__	__	__	__
217. Participate in and/or plan in-service education programs.	__	__	__	__
218. Keep abreast of current and new professional and technical information.	__	__	__	__
219. Contribute to the professional literature.	__	__	__	__
220. Participate in research studies.	__	__	__	__

PUBLIC AND HUMAN RELATIONS

221. Establish and maintain rapport with students.	__	__	__	__
222. Develop good professional working relationships with the other teachers and the administration.	__	__	__	__
223. Maintain liaison with community members and professional, service, fraternal, social, and religious organizations.	__	__	__	__
224. Develop good working relationships with school staff (secretaries, custodians, cafeteria workers, and school nurse).	__	__	__	__
225. Interpret and promote vocational education within the school.	__	__	__	__
226. Develop good public relations with parents.	__	__	__	__
227. Promote and interpret school policy.	__	__	__	__
228. Maintain and develop liaison with craft unions, councils, committees businesses and professional associations.	__	__	__	__
229. Prepare and disseminate brochures and other descriptive materials in the community.	__	__	__	__
230. Maintain liaison with employment agencies.	__	__	__	__
231. Inform the community of new developments and trends in vocational education.	__	__	__	__

	NEED	1st	2nd	3rd
232. Develop good public relations with other schools.	__	__	__	__
233. Prepare and present radio and TV programs promoting vocational education.	__	__	__	__
234. Cooperate with community organizations in projects related to vocational education.	__	__	__	__
235. Serve as a resource person to community agencies and organizations.	__	__	__	__
236. Assist in planning and developing the overall educational objectives and goals of the total school program.	__	__	__	__

STUDENT VOCATIONAL ORGANIZATION

237. Sponsor and supervise student vocational organization activities.	__	__	__	__
238. Stimulate participation in state, regional and national student vocational organization leadership meetings and contests.	__	__	__	__
239. Advise state and national student vocational organization competition entries.	__	__	__	__
240. Maintain the student vocational program as an integral part of instruction.	__	__	__	__
241. Establish policy and procedure for managing money, supplies, merchandise and equipment for the student vocational organization.	__	__	__	__
242. Assist in planning and organizing fund raising activities for the student vocational organization.	__	__	__	__
243. Promote interest in a student vocational organization.	__	__	__	__
244. Plan an organizational meeting for establishing a student vocational organization.	__	__	__	__
245. Prepare or assist in the preparation of state and national reports for the student vocational organization.	__	__	__	__

	NEED	1st	2nd	3rd
246. Assist in the preparation and release of news about the student vocational organization for local, state and national audiences.	__/	__/	__/	__/
247. Assist students in advancing within the available degrees in the student vocational organization.	__/	__/	__/	__/
248. Conduct leadership development seminars for student vocational organization members.	__/	__/	__/	__/
249. Assist in the election and installation of officers and organization members.	__/	__/	__/	__/
250. Assist in the development of a constitution and bylaws for student vocational organization members.	__/	__/	__/	__/
251. Affiliate with state and national organization.	__/	__/	__/	__/
252. Develop a yearly program of work for the student vocational organization.	__/	__/	__/	__/
253. Organize school and community support for a student vocational organization.	__/	__/	__/	__/
254. Secure approval from the school administration and/or state department for establishing a student vocational organization.	__/	__/	__/	__/
255. Evaluate the student vocational organization program.	__/	__/	__/	__/
256. Utilize the assistance of the state advisory committee and chapter parents.	__/	__/	__/	__/

PHILOSOPHY

257. Write or verbalize a philosophy of vocational education.	__/	__/	__/	__/
258. Develop an annual plan.	__/	__/	__/	__/
259. Explain current philosophy in terms of historical perspective.	__/	__/	__/	__/
260. Explain the impact of political, social and economic forces on vocational education.	__/	__/	__/	__/
260a Explain the impact of vocational education on political, social, and economic conditions	__/	__/	__/	__/

	NEED	1st	2nd	3rd
261. Justify a specialty area within vocational education.	__/	/__	/__	/__
262. Examine controversial positions, make a decision and justify the position taken.	__/	/__	/__	/__
263. Determine student selectivity criteria and work station selection in terms of the needs of the student and manpower requirements.	__/	/__	/__	/__
264. Explain the relationship of the vocational program to the total educational program.	__/	/__	/__	/__
265. Explain the interrelationships between the parts of the total vocational area (agriculture, personal and public services, health, etc.).	__/	/__	/__	/__
266. Identify self in his environment and be aware of the forces it has on him and he on it.	__/	/__	/__	/__
267. Assist his students in developing an understanding of themselves in terms of aptitudes and abilities as they relate to job requirements.	__/	/__	/__	/__
268. Make curriculum recommendations based on the implications of a highly mechanized-mobile-urban-suburban-rural population through the identification of basic elements that enter into vocational preparation that will enable the worker to adapt to a different job within an occupational area.	__/	/__	/__	/__
269. Recognize issues which divide educators.	__/	/__	/__	/__
270. Provide insights in leadership for vocational education.	__/	/__	/__	/__
271. Take a stand on issues based on a philosophy they have developed through a rational and critical process.	__/	/__	/__	/__

ORGANIZATION AND ADMINISTRATION

272. Knowledge of existing legislation and your potential based on existing laws.	__/	/__	/__	/__
273. The ability to communicate what is going on. To make visible: Business has a product which is easily observable. Do we?	__/	/__	/__	/__

NEED 1st 2nd 3rd

274. The ability to determine creative and innovative roles. Do we have instruments to identify creativity-non conformity, etc.? Once we have identified a creative individual how do we develop his talents? __//__/__/__

275. The ability to file claim forms to receive approval from state agencies. __//__/__/__

276. The ability to perceive the past, present and future and to be able to successfully deal with the present. __//__/__/__

277. Ability needed to anticipate the type of defense needed for presenting a proposal. Build into the proposal prior to submission. __//__/__/__

278. Ability to interact with people with different philosophies and backgrounds. __//__/__/__

279. To be knowledgeable of proposals. May not actually have written the proposal but can work with many people on proposals. __//__/__/__

280. Ability to identify disadvantaged and special need students for program planning. __//__/__/__

281. Skills needed to develop a local plan. __//__/__/__

282. The ability to see the relevancy of doing certain tasks. __//__/__/__

283. The ability to view records as a vehicle for change and planning. Use of the local plan. __//__/__/__

284. The ability to fill out, interpret, understand and compile records and reports. __//__/__/__

285. The ability to learn how to deal with worry. How to be concerned (without showing it). __//__/__/__

286. The ability to delegate responsibility. __//__/__/__

287. The ability to know what to keep for risks and what to keep for investments. __//__/__/__

288. The ability to create a climate where people are willing to use their expertise. __//__/__/__

289. The ability to establish avenues for the flow of information. __//__/__/__

290. The ability to retrieve data. __//__/__/__

	NTED	1st	2nd	3rd
291. The ability to design, implement and modify an administrative system.	__	__	__	__
292. The ability to develop appropriate systems for the tasks that must be performed.	__	__	__	__
293. The ability to select among various systems for one that is most appropriate.	__	__	__	__
294. The ability to abstract for specifics and finalize in a form.	__	__	__	__
295. The ability to respond to existing legislation under the State Plan.	__	__	__	__
296. The ability to effect legislation under the State Plan.	__	__	__	__
297. The ability to understand how various departments impinge upon one another.	__	__	__	__
298. The ability to orient new staff to the organization and administrative structure.	__	__	__	__
299. The ability to profit from mistakes.	__	__	__	__
300. The ability to develop and maintain personnel relationships.	__	__	__	__
301. The ability to get the best out of people (ability to organize and manipulate).	__	__	__	__
302. The ability to know the language of vocational education.	__	__	__	__
303. The ability to know and respect where you are within the line and staff relationships.	__	__	__	__
304. The ability to "technify" and reexamine occupations.	__	__	__	__

EDUCATIONAL PROGRAMS AND LONG-RANGE PLANNING

305. Become knowledgeable and involved in long range planning--trends, etc. by keeping abreast of funds in education, social areas, economic areas, political areas and review of current literature.	__	__	__	__

	NEED	1st	2nd	3rd
306. Must become knowledgeable about and able to work with target groups.				
307. To become knowledgeable about and able to use systems approach in program planning, implementation, and evaluation.				
308. Ability to help generate policy and to work effectively with Citizens Committees, Board of Education, Administrators, Department Heads, etc.				
309. Ability to rate program planning to Vocational-Technical philosophy.				
310. Ability to determine occupational needs, data gathering, within a given situation.				
311. Competence in using effective management procedures.				
312. Competence in developing and using evaluation techniques.				
313. Competence in analyzing financial structures.				
314. Ability to sell program.				
315. Ability to organize staff as to their given expertise.				

FINANCIAL RESOURCES

316. Know types of equipment and cost of equipment for own specialized area.				
317. Know changes in area of a specialization concerning types of equipment, cost of equipment, limitation of equipment, etc.				
318. Know and continually update sources and availability of outside funding in terms of effect they may have on his area of specialization.				
319. Know how to determine realistic benefits as compared to idealistic benefits in order to determine budgeting, priorities, property and accountability factors as they relate to his particular program.				

	NEED	1st	2nd	3rd
320. List terminal objectives, then establish priorities for students in terms of the terminal objectives.	__	/	/	/
321. List terminal objectives, then establish priorities on equipment, personnel, etc. to accomplish the terminal objectives.	__	/	/	/
322. Be prepared to verbalize and substantiate his own budgeting, priorities, property and accountability decisions.	__	/	/	/
323. Know how to evaluate alternative instructional programs and terminal objectives in terms of benefits vs. budgeting, priorities, property and accountability concepts.	__	/	/	/
324. Be a liaison person as well as management person (being able to control, coordinate, staff, etc.)	__	/	/	/
325. Be knowledgeable of political economy as it affects his budgeting, priorities, etc. decisions.	__	/	/	/
326. Develop evaluative criteria for benefit based on output (note! benefit does not mean cost)	__	/	/	/
327. Basic terms of budgeting (basic economics).	__	/	/	/
328. Know how to write specifications for bids, budget building, etc.	__	/	/	/
329. Skilled in reorganizing specialized area as need changes arise, and be able to identify time for change in terms of budgeting, priorities, property, accountability factors.	__	/	/	/
330. Be able to function effectively in simulated learning experience and transfer effectiveness to practical experiences.	__	/	/	/
331 List terminal objectives for each vocational area, then establish priorities for personnel, equipment, etc. in terms of terminal objectives.	__	/	/	/
332. Look at terminal objectives in terms of long range ultimate goals in relationship to budgeting, establishing priorities and accountability of instructors' terminal goals.	__	/	/	/
333. Be prepared to substantiate total vocational education program.	__	/	/	/
334. Be prepared to determine accountability for cost	__	/	/	/

	NEED	1st	2nd	3rd
335. Identify competencies that staff personnel should have in order to effectively select personnel.	__	__	__	__
336. Know sources and details of expenditures of money in accordance to legal requirements and other ramifications.	__	__	__	__

STAFFING

337. To develop technical competencies required to teach a given occupational area -- this includes knowledge, understanding, and skills of an occupation.	__	__	__	__
338. To develop competencies required to be a teacher manager.	__	__	__	__
339. To develop competencies required to be a facilitator of the learning environment.	__	__	__	__
340. To develop competencies required to identify learning outcomes desired based on characteristics of the students taught.	__	__	__	__
341. To develop competencies required to locate and recruit specialists to assist in instruction.	__	__	__	__
342. To develop competencies in teachers to fully understand and accept individual student potential capacity based on their needs and interests.	__	__	__	__
343. To develop competencies to be able to diagnose individual student differences.	__	__	__	__
344. To develop competencies of sensitivity to student differences.	__	__	__	__
345. To develop competencies of commitment to teaching students as they are.	__	__	__	__
346. To develop competencies to establish positive attitude toward all students.	__	__	__	__
347. To develop competencies to be able to assess verbal behavior.	__	__	__	__

NEED / 1st / 2nd / 3rd

348. To develop competencies to be able to work with disadvantaged and handicapped students. ___/___/___/___

349. To develop interdisciplinary competencies common for all occupational area. These items could be taught as general vocational education courses taught to all content areas. Example: ___/___/___/___

   a. cooperative education

   b. preparing for an ever-changing world of work. (This was suggested rather than teaching within each discipline area.)

In addition to the above, administrators must possess the following competencies:

350. To effectively delegate responsibilities and effective utilization of talent. ___/___/___/___

351. To develop competencies to recruit differentiated staff (this requires total program planning which identifies competencies required by individual staff members). ___/___/___/___

352. To evaluate and plan total programs. ___/___/___/___

PHYSICAL FACILITIES - EQUIPMENT

Assumption: that the program has been planned, the budget set and projections made. Competencies needed by administrators, department chairmen and supervisors and instructors.

A. Administration

353. Understanding of types of construction ___/___/___/___

Proficient in the use of management systems/PERT

354. Planned program check list ___/___/___/___

355. Periodic review ___/___/___/___

General and specific advisory committees

356. Their use and function ___/___/___/___

	NEED	1st	2nd	3rd
357. Familiarity of areas from where they come				
Proficiency in interpreting blueprints				
358. Planning				
359. Layout				
360. Knowledge of space requirements				
361. Familiar with the use of planning procedures and equipment layout.				
362. Knowledge of levels of heat, light and noise. Environmental factors concerning the learning process.				
363. Training teachers in the purchasing procedures of the system.				
364. Skill in writing unique specifications for equipment.				
B. Department Chairman and Supervisors, etc.				
365. Identify department needs.				
366. Write specifications for equipment.				
367. Work in conjunction with equipment users.				
368. Ability to work with staff in writing specifications.				
369. Knowledge of heat, light, noise levels, etc.				
370. Use of building committees.				
371. Thorough knowledge of purchasing procedure.				
C. Instruction				
372. Specification writing				
373. Community contact				
374. Contacts with suppliers.				
375. Good human relations.				
376. Area planning and layout skills.				
377. Skills in environmental planning.				
[illegible] sound, light, air, noise, color, etc.				

STUDENT PERSONNEL SERVICES - PLACEMENT AND FOLLOW-UP

The folowing are determined as being competencies needed by educators involved in student personnel service placement and follow-up.

		NEED	1st	2nd	3rd
378.	Ability to administer and interpret appropriate test instruments.	__	__	__	__
379.	To be familiar with various techniques of assessing student interests, abilities, aptitudes and to be aware of limitations of instruments.	__	__	__	__
380.	Ability to develop procedures which will identify student interests and community needs.	__	__	__	__
381.	To be familiar with procedures by which student interests and community needs may be identified.	__	__	__	__
382.	To assist with identification of realistic selection criteria being used with student body.	__	__	__	__
383.	To be able to utilize interview techniques with students which will aid in analyzing his interest, behavior pattern and motivation.	__	__	__	__
384.	Career Information:				
385.	Ability to assist students in assimilating, evaluating and understanding career information.	__	__	__	__
386.	Ability to analyze career information concerning professional and personal requirements.	__	__	__	__
387.	Ability to analyze career opportunities in terms of their social and economic characteristics.	__	__	__	__
388.	Organize, classify and make accessible occupational information.	__	__	__	__
389.	Familiarity with local occupational opportunities.	__	__	__	__
390.	Capitalize on "first hand" career experience logged by various staff members in generating depth of understanding about careers.	__	__	__	__
391.	Involve community workers to provide (practical?) information on careers.	__	__	__	__
392.	Coordinate flow of occupational information from state, private and corporate agencies.	__	__	__	__

	NEED	1st	2nd	3rd
393. Ability to interpret data from local and national labor market.				
394. Cooperate with other professional staff to enhance student utilization of career information.				
395. Ability to isolate and define those strategies affecting job entry and promotion that are operative in specific industries.				
396. Familiarity with data storage and retrieval systems pertaining to occupational information. (CV12)				

Counseling and Communication:

397. To relate to students that guidance services are available to him from birth to death.				
398. To recognize appropriate group and technical counseling techniques.				
399. To select and demonstrate appropriate group dynamics techniques.				
400. To assess the relationship between group dynamics teaching technique and group counseling.				
401. To assist qualified counseling personnel in conducting group guidance activities on occupations, education and training for occupations and employment.				
402. To serve as a catalyst in developing a dialogue between and among students, parents, employers and school officials.				
403. To participate and cooperate as members of a K-14 occupational education team in assisting people preparing for the world of work.				

Placement:

404. Serve as chief placement officer for persons leaving school.				
405. Interpret the area labor market and analyze future needs.				
406. Initiate contact with potential employer informing them of trained personnel available.				
407. Translate information on job opportunities to student.				

	NELD	1st	2nd	3rd
408. Assess student competencies in relation to the available job.				
409. Relate and communicate with other staff, representatives of agencies and employers.				
410. Inform students of current procedures in obtaining employment.				
411. Compile records of placement of students.				
412. Assist student in evaluating initial employment.				
413. Organize and make available to students and others a complete placement service.				
Continuous Evaluation:				
413a. To recognize the necessity of including follow-up as a method of program evaluation.				
414. To be familiar with the tools and techniques of data collection.				
415. To develop and implement a system to accomplish the mechanics of a continuous follow-up.				
416. To justify the value of follow-up.				
417. To be able to analyze and interpret the follow-up findings and make recommendations for needed change.				
418. To be able to implement changes in the program based on follow-up findings.				
419. Develop and Maintain Appropriate Student and Employer Records Concerned with Vocational Education and Work Experience:				
420. Be able to report accurately and systematically relevant information.				
421. Skill in developing an adequate record system.				
422. Learn appropriate means of obtaining needed information.				
423. Develop techniques to interpret and utilize information from student records.				
424. Instruct supportive staff in learning how to maintain records.				

	NEED	1st	2nd	3rd
425. Analyze and synthesize summary data to improve and expand the vocational program and to demonstrate effectiveness of the vocational program.	__	__	__	__
426. To facilitate the development and maintenance of record-keeping procedures.	__	__	__	__
427. To assist staff in the interpretation of records.	__	__	__	__

COMMUNITY RELATIONS AND LEARNING RESOURCES

The competencies needed by vocational administrators related to community relations and learning resources are:

	NEED	1st	2nd	3rd
428. The ability to organize and work with advisory committees.	__	__	__	__
429. The ability to survey community needs as related to manpower needs and student needs.	__	__	__	__
430. The ability to determine the power structure of the community.	__	__	__	__
431. The ability to get people in the community involved in the total program.	__	__	__	__
432. The ability to organize the program utilizing the communities resources.	__	__	__	__
433. The ability to work with different racial and ethnic groups within a given community.	__	__	__	__
434. The ability to work with the local news media.	__	__	__	__
435. The ability to work with service groups.	__	__	__	__
436. The ability to organize and conduct open house.	__	__	__	__
437. The ability to write proposals.	__	__	__	__
438. The ability to get the support of the chief school administrators.	__	__	__	__
439. The ability to communicate with internal staff so that they can communicate with the public.	__	__	__	__

		NEED	1st	2nd	3rd
440.	The ability to prepare internal communications and set up an organization providing for open communication with the staff.	__/	/__	/__	/__
441.	The ability to delegate responsibility.	__/	/__	/__	/__
442.	The ability to evaluate the effectiveness of a community relations program.	__/	/__	/__	/__
443.	The ability to identify specfic abilities within the staff.	__/	/__	/__	/__
444.	Competencies needed by instructional staff related to community relations.				
445.	The ability to participate in the total public relations program.	__/	/__	/__	/__
446.	The ability to communicate enthusiastic feeling about the program.	__/	/__	/__	/__
447.	The ability to communicate with the administration.	__/	/__	/__	/__
448.	The ability to prepare inter and intra department memoes.	__/	/__	/__	/__
449.	The ability to prepare and write instructional objectives.	__/	/__	/__	/__
	The competencies needed by ancillary staff including the ability to:				
450.	Identify students that could benefit from occupational information.	__/	/__	/__	/__
451.	Identify community resources.	__/	/__	/__	/__
452.	Conduct follow-up studies.	__/	/__	/__	/__
453.	Communicate a commitment to the basic vocational education philosophy.	__/	/__	/__	/__
454.	Competencies needed by all staff related to physical facilities and human resources include the ability to:				
455.	Select community resources that will best aid students in reaching desired behavioral objectives.	__/	/__	/__	/__
456.	Evaluate efficiency and effectiveness of resources.	__/	/__	/__	/__
457.	Break learning resources and activities down into smaller units to better meet needs.	__/	/__	/__	/__

	NEED	1st	2nd	3rd
458. Utilize community resources on year around basis.	__	__	__	__
459. Analyze himself, resources, use of advisory committee to identify goals and effective community resources.	__	__	__	__
460. Modify community resources to help meet the needs of students.	__	__	__	__
461. Select training stations.	__	__	__	__
462. Work with training station employers.	__	__	__	__
463. Give some in-service training to training station employers.	__	__	__	__
464. Utilize up-to-date methods--media techniques.	__	__	__	__
465. Utilize expertise of various state universities for training of teachers.	__	__	__	__
466. Work as a part of a total vocational education staff.	__	__	__	__
467. Work with various agencies.	__	__	__	__
468. Involve volunteer help.	__	__	__	__
469. Select paraprofessionals.	__	__	__	__
470. Coordinate sharing of resources between schools.	__	__	__	__
471. Inventory learning resources before initiating programs.	__	__	__	__
472. Effectively use resources.	__	__	__	__
473. Individualize and package resources to meet individual needs.	__	__	__	__
474. Effectively establish priorities for use of funds available.	__	__	__	__
475. Make contacts and investigate what is available.	__	__	__	__
476. Communicate to others, work with paraprofessionals, organize work for paraprofessionals.	__	__	__	__
477. Plan ahead, be prepared with funds are available.	__	__	__	__
478. Select and use learning resources suitable for various groups--disadvantaged, etc.	__	__	__	__

	NEED	1st	2nd	3rd
479. Effectively develop and use a learning resource center.	___/	/___	/___	/___
480. Understand school law, code, liability, etc. as related to field trips and similar situations.	___/	/___	/___	/___
481. Use field trips, films, tapes, etc. as an educational experience.	___/	/___	/___	/___

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